

## **UNIVERSAL DAROFF CS**

800 S 15th St.

Schoolwide Title 1 Comprehensive Plan | 2020 - 2023

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### **MISSION STATEMENT**

The Universal Education mission is to provide a rich and high quality education to every scholar to prepare them for college, technical school, entrepreneurship that lead to a sustainable career in the 21st century and build altruistic alumni who contribute to the transformation of their communities as future leaders and positive members of society.

### **VISION STATEMENT**

Universal Daroff Charter School's vision is to provide a safe, positive, uplifting environment that encourages scholars & staff members to learn to reach their maximum potential. By partnering with parents, families, and the community, a foundation will be set for scholars to have a successful future. School Slogan: Muscle Through PLEDGE I will set goals and do what it takes to win - I'm self-disciplined. I will stay strong within. I will self-encourage, I believe in me. I know that I am gifted, I'll stay optimistic. I will face fears, have courage and prevail. I will always be resilient, whenever I fail. I will finish strong, perseverance is key. I will always muscle through because I live to achieve.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students at Universal Daroff strongly believe in the school's pledge, which reaffirms their self-discipline, self-esteem, optimism, resiliency, and courage. They "muscle through" obstacles and challenge themselves to meet their learning goals on a daily basis. Each scholar has the right to an equitable and appropriate education despite their myriad academic needs. Students are expected to follow the Code of Conduct in the Student Handbook and participate in restorative justice practices.

### **STAFF**

Universal Daroff's dedicated staff consistently goes above and beyond to teach, support, nurture, and inspire scholars. They take a holistic approach to meet not only each child's academic needs, but also their social/emotional needs. Through small groups, individualized support, counseling, mentoring, and extracurricular activities, Daroff staff develop meaningful connections to students and their families.

### **ADMINISTRATION**

School administrators are the backbone of Universal Daroff, committed to ensuring each child's and teacher's success. They uphold the school's vision to provide a safe, positive, and uplifting environment that encourages scholars to learn and reach their maximum potential. Furthermore, the administration works in coordination with other Universal schools to deliver the best possible education to Philadelphia students.

### **PARENTS**

Parents share the responsibility in the education of our students. They also play a huge role in our school community, including but not limited to members of the Parent Advisory Board, chaperones, and volunteers. With their help, we are able to address each scholar's individual needs with appropriate supports and modifications.

### **COMMUNITY**

The goal of the Family Student Resource Center (FSRC) is to help families become healthier, stronger, and more productive members of the community. Universal Daroff does this by connecting families with local resources (e.g. housing assistance, health services) and school resources (e.g. homework support, food and clothing drives). The FSRC also coordinates donations for general items like school supplies and uniforms and specific items for families requesting emergency assistance. In conjunction with community partners, the FSRC is able to immediately aid most families and provide appropriate referrals if not.



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Universal Daroff has an Early Literacy Initiative that started if you send your student to us in Kindergarten, by the end of the 3rd grade they will be on grade level (by 2024)	Early Literacy
We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Using data to inform instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA growth increases	We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023.
Early Literacy Initiative	By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Using data to inform instruction	09/01/2020 - 06/15/2023	Academic Coaches, academic director	Curriculum resources, supplementary resources (novels, calculators etc.), computer intervention program, laptop, PSSA Coach Books
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### Anticipated Outcome

3% increase per year

### Monitoring/Evaluation

Unit tests, Quarterly Benchmarks, computer intervention programs, DRA scores, PSSAs

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### Evidence-based Strategy

Reinforce skills in small group instruction

### Measurable Goals

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Goal Nickname	Measurable Goal Statement (Smart Goal)
Early Literacy Initiative	By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level.
PSSA growth increases	We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Small group instruction	09/01/2020 - 06/15/2023	Academic coaches, reading interventionists, classroom teachers, classroom assistants	Curriculum resources, assessments, supplementary resources (novels, calculators, flash cards, sight words etc.), computer intervention program, laptop

**Anticipated Outcome**  
3% increase per year

**Monitoring/Evaluation**  
Unit tests, Quarterly Benchmarks, computer intervention programs, DRA scores, PSSAs



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level. (Early Literacy Initiative)	Using data to inform instruction	Using data to inform instruction	09/01/2020 - 06/15/2023
We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023. (PSSA growth increases)			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level. (Early Literacy Initiative)	Reinforce skills in	Small group instruction	09/01/2020 -
We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023. (PSSA growth increases)	small group instruction		06/15/2023

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Identify and address individual student learning needs

Provide frequent, timely, and systematic feedback and support on instructional practices

Foster a culture of high expectations for success for all students, educators, families, and community members

Implement a multi-tiered system of supports for academics and behavior

Use data to assess students academic achievement in order to target student needs and maximize achievement

Academic coaches co-plan and model effective lessons to target specific learning gaps

Students achievement scores improve the longer students are at Universal Daroff.

Our PSSA scores outperform our DRA scores in third grade ELA

Demonstrate understanding of key ideas and details in literature.

### Challenges

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Despite high PVAAS academic growth, many students have not hit the proficiency target

Due to student transiency hinders achievement outcomes from year to year

We would like to see improvement on our third grade DRA scores

We would like to see improvement on our 7th grade math PSSA scores

Demonstrate understanding of craft and structure in informational texts.

Demonstrate understanding of connections within, between, and/or among texts.

3-5 Fractions (3rd), rounding, geometry, measurement and data

6-8 - Functions, expressions and equations, geometry

**Strengths**

Demonstrate understanding of vocabulary and figurative language in literature.

Demonstrate understanding of key ideas and details in informational texts.

3-5 - Place Value, fractions (4th)

6-8 - Ratios and proportional relationships, number system

Biology

Nature of Science (4th)

Physical Science (4th)

**Challenges**

Earth Science

Physical Science (8th)

Nature of Science (8th)

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**Most Notable Observations/Patterns**

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**Challenges****Discussion Point****Priority for Planning**

Despite high PVAAS academic growth, many students have not hit the proficiency target

The root cause can be the amount of students that are not at on grade reading level, as well as transient students.

We would like to see improvement on our third grade DRA scores

The root cause can be the lack of parents as partners in education where kids are not reading enough at home.

## ADDENDUM B: ACTION PLAN

### Action Plan: Using data to inform instruction

Action Steps	Anticipated Start/Completion Date
Using data to inform instruction	09/01/2020 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
Unit tests, Quarterly Benchmarks, computer intervention programs, DRA scores, PSSAs	3% increase per year

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum resources, supplementary resources (novels, calculators etc.), computer intervention program, laptop, PSSA Coach Books	yes	yes

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**Action Plan: Reinforce skills in small group instruction**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>	
Small group instruction	09/01/2020 - 06/15/2023	
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>	
Unit tests, Quarterly Benchmarks, computer intervention programs, DRA scores, PSSAs	3% increase per year	
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Curriculum resources, assessments, supplementary resources (novels, calculators, flash cards, sight words etc.), computer intervention program, laptop	yes	yes





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023. (PSSA growth increases)	Using data to inform instruction	Using data to inform instruction	09/01/2020 - 06/15/2023
By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level. (Early Literacy Initiative)			
By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level. (Early Literacy Initiative)	Reinforce skills in small group instruction	Small group instruction	09/01/2020 - 06/15/2023
We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023. (PSSA growth increases)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Using data to improve instruction	All staff	How to read data, analyze and plan around data

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Academic team would monitor progress (grades, benchmark scores, DRA progress monitoring, PSSA Scores) to ensure teachers are turning the data in their instruction (i.e. go over exit tips or commonly missed items on assessments as Do Now's or in small group instruction)	09/01/2020 - 06/15/2023	Academic Director, academic coaches

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4e: Growing and Developing Professionally



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Teaching in Small Groups	All staff	How to effectively group students into small groups
<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Informal instructional walkthroughs, formal observations, lesson planning	09/01/2020 - 06/15/2023	Academic Director, Academic coaches

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4e: Growing and Developing Professionally

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**Professional Development Step****Audience****Topics of Prof. Dev**

Quality Instruction

All staff

How to use data to improve teaching practices.

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**Informal instructional walkthroughs, formal observations,  
lesson planning

09/01/2020 - 06/15/2023

Academic Director, Academic Coaches

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level. (Early Literacy Initiative)</p> <p>We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023. (PSSA growth increases)</p>	Using data to inform instruction	Using data to inform instruction	09/01/2020 - 06/15/2023
<p>By the end of 2024, 100% of our 3rd grade that started with us in Kindergarten will be reading on grade level. (Early Literacy Initiative)</p> <p>We will target specific learning groups in order to reach 30% proficiency in ELA, 20% in Math and 40% in Science by 2023. (PSSA growth increases)</p>	Reinforce skills in small group instruction	Small group instruction	09/01/2020 - 06/15/2023



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicate Plan to Staff	All staff	Previous year's PSSA data, DRA scores, benchmark scores
Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/15/2023	As data is compiled, it will be shared with teachers.	Presentation
Lead Person/Position	Academic Director, Academic Coaches	

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

